

Disfluencies in Conversation between Student and Staff at Language Center in UIN Raden Intan Lampung (Discourse Analysis)

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Abstract. *Conversation is the ideal form of communication. Conversation is a kind of spoken discourse that shows spontaneous communication and full of disfluencies. The disfluencies focuses on fillers, vernacular style and careful style. The aim is to find out the kinds of fillers, vernacular style and careful style used in conversation between student and language center staff in UIN Raden Intan Lampung. The analysis used descriptive qualitative by looking at the previous literature. The result shows that there are 10 fillers used by the speakers, 12 vernacular style, and 4 kinds of careful style. Those things have several functions in each utterance. Most of them to show speaker's feeling, to make statement less harsh, to include the listener to the conversation, to make the simple statement, to reduce faults in making the statement and also to make the utterance more polite.*

Key words: *discourse analysis, conversation, filler, vernacular style, and careful style*

A. INTRODUCTION

Every human being needs language as their communication tool in their life. According to Crystal (1980:114-115), discourse is a term used in linguistics refer to a continuous stretch of (especially spoken) language larger than sentence. Discourse Analysis in general is a way of analyzing human experience. It establishes frames of meaning by the recounting and interpreting of events and situations of its conversation.

In making the conversation sometimes speakers get some disfluencies. One of the disfluencies is the use of filler. Through analyzing the utterance used by the speaker, the researcher can see the style of utterance used by the speaker, whether vernacular style or careful style. The attention to the grammatical use by the speaker can make the analysis of the style would be easier.

The interaction between language center staff and students is an important part in service process. It is a duty for the staff to create a situation where she/he has a good relationship with the students. Staff should make students feel comfort in enjoying the service. When students feel the staff is aware of and catered to their needs, they will report their satisfaction to others. When the students feel disconnected from the staff and feel the staffs is unaware of their needs, they will feel dissapointed. Positive student-staff relationships will provide a good service. This research focuses on finding out some disfluencies like filler, vernacular style and careful style in conversation between student and staff at Language center in UIN Raden Intan Lampung.

Discourse Analysis

Discourse plays an important role in the language, because discourse is the most complete and largest language among sentences with high cohesion and coherence, transmitted both orally and in writing.

Discourse is the means by which institution wield their power through a process of definition and exclusion, inteligibility and legitimacy. What he means by this is the way particular discourse or discursive formation define what it is possible to say on any given topic. A discursive formation consists of a body of unwritten rules, and shared assumptions which attempt to regulate what can be written, thought and acted upon a particular field. (dalam Storey, 2001:78)

Through discourse analysis, it is possible to focus on purposes of the text, level of formality, participants of communication, use of words, sounds, grammatical structures etc. text can be analysed by different levels.

Filler

Filler is a part of word which is talked generally to the speaker in order to indirectly inform specific function and formal message from the speaker. Filler sometimes can be a blank space in communication or can be words that do not have exact meaning such as: Eee, Hemm, Umm etc; but sometimes those words contain a meaning if it is including in the utterances (hemm I think this is just your opinion, yeah your notion). The previous utterance shows that the filler has a specific function in emphasizing the message of speaker's utterance. It also can be a space for the speaker to think about the utterance. Not only those words, a stammer also can be said as a filler in communication. Filler in mass media and formal communication seldom be found, it always appears in daily conversation. According to Freeborn (1986), Filler is one of language features that always comes up in speaking process; and others are hesitation, repetitions, fall-starts, and self-correction. They are all called normal non-fluency features of speech. There will be a turn-taking process in communication and in that process sometimes there is time for talking and listening for each participants. It is possible that there is a filler for the participants to make a space before giving the turn for others to speak. Sometimes the speakers also do not want to give the turn for other participants to speak, they prefer to use an extra time by using filler to think about their thoughts. In the discussion of filler, Bortfeld (2001) in his research at fillers also claimed that speakers who do not feel confidence with their utterances in coversation will frequently use more fillers before producing their statements. in another way, the use of fillers can show the mentality of the speaker to the listener.

There are three types of filler based on Rieger (2001), they are: quasi lexical fillers in which speaker lengthening the sound he or she produces; lexical fillers in which speaker uses one or two words to fill pause such as well or you know, and another kind of lexical fillers which is called as idiosyncratic fillers in which speakers of English-German bilingual use a particular lexical filler more often than the others in their conversation. Through those items, we can specify those kinds of fillers which appears in the utterance.

- Quasi Lexical Fillers : *Eee pelajar, mahasiswa harus punya motivasi yang tinggi*
Eeee learner, student, should have high motivation
- Lexical Fillers : *Umm saya akan bahas masalah kita nanti*
Umm I will discuss about our problem later
- Idiosyncratic Fillers : *Jadi kalau mau lulus ummm if you want to pass the exam you need to learn.*
So if you want to pass the exam you need to learn.

Vernacular Style and Careful Style

Speakers seldom match their language style with their listener, situation and context. Ellis (1997) calls it as adaptation style. In adaptation calls sometimes the speaker makes a full attention to make a good sentence and sometimes also the speaker worries to make a sentence or probably more careless with the utterances. On the process of adaptation, there will be two possibilities happened; the speaker use vernacular style or careful style.

Vernacular style is the language used by the speaker in informal communication. It is also supported by situation, place, and listener. More errors used can be a sign of vernacular style. Otherwise, communication gives more attention to the content of speech rather than the form.

Careful style is the use of good form (grammar and structure) in the utterance. The speaker uses less mistakes in conversation. Similar with vernacular style, it depends on situation, place and speaking partner. We often find this style in formal communication such as: job interview, conversation among business partner, or even a conversation between student and his lecturer.

B. RESEARCH METHOD

Research Design

The study employed descriptive qualitative research. Descriptive analysis concerned with describing the study. In relation to the background above, the researcher formulates the research questions becomes two: (1) what kind of Filler, vernacular style and careful style happened in conversation between student and Language center staff ?; (2) what are the benefits of using Filler, vernacular style and careful style happened in conversation between student and Language center staff ?; (3) what is the relation among Filler, vernacular style, and careful style?. The research was conducted on August-September 2017 at Language center UIN Raden Intan Lampung.

Participants

The Participants of this research were the student and staff at Language center UIN Raden Intan Lampung.

Research Instrument

The researcher used two techniques, they are: note taking and separating items. The data were taken from the information for each utterances. After having the data, The first step was identifying the utterances then gave an attention with the filler, vernacular style and careful style. The second step is identifying fillers, vernacular style, and careful style that produced by participants

C. FINDINGS AND DISCUSSION

Findings

Text :

- A. *Assalamualaikum Ms. A* (1)
Greeting
- B. *Wa'alaikumsalam*, (2)
Greeting
- A. *Gini Ms. A. TOEFL ada sekali seminggu kan Ms. A?* (3)
(Filler)...*Ms. A. Toefl is always ready once a week, right?*
- B. *Yup. Benar. Mau daftar? Hemm Kamu mau daftar Toefl?*(4)
Yup, Right. Want to regist? (Filler) Do u want to regist?
- A. *Eee. Ms. A saya bisa daftar untuk yang minggu depan Ms. A?*(5)
(Filler) Ms. A, May I apply for the next week test ?
- B. *Umm, Maaf yah untuk yang minggu depan sudah full* (6)
(Filler) So, Sorry. The quota is already full
- A. *Apa Ms. A? Sampai berapakah batasnya Ms. A?*(7)
What...? How many participants' limit Ms. A?
- B. *100 pendaftar untuk sekali tes* (8)
100 participants for each test
- A. *Hemm Jadi tanggal berapa lagi ada Ms. A Toefl di Pusba?* (9)
(Filler) .. so when will the test be ready in Pusba again Ms. A?
- B. *Tanggal 9 Agustus 2017 and you know itu 3 minggu depan.* (10)
On August 9, 2017 (Filler) in three weeks later.
- A. *Um.. Ms. A tolong Ms. A, saya mau munaqosyah Ms. A.* (11)
(Filler) Ms. A. Please help me, I want to take Munaqosyah Ms. A.
- B. *Tidak ada alasan! Kamu tau, kalau memang kamu mau cepat tes tidak dari awal?* (12)
No reason! (Filler you know) If you really want to get the test soon why don't you regist in advance?
- A. *Ehh maaf Ms. A, saya pikir, saya pikir terbuka terus pendaftaran.*(13)
(Filler) I do apologize Ms. A. I thought.(Filler) the registration is always open.
- B. *Pendaftaran terbuka terus cuma jatahnya yang terbatas.* (14)
The registration is always open but there is a limitation for its quota
- A. *Ms. A. Tolong Ms. A, saya mau cepat selesai Ms. A* (15)
Ms. A. Help me. I really want to finish my study soon
- B. *Eee. Dah ACC?Kamu sudah dapat ACC untuk Munaqosyah belum?*(16)
(Filler) (Filler) Have you got ACC for Munaqosyah yet?
- A. *Sudah Ms. A.* (17)
Done Ms. A.
- B. *Coba saya liat?* (18)
May I see?
- A. *Heee Ms. A saya lupa Ms. A. Itu.. itu..Ketinggalan dirumah.*(19)

- (Filler) I forget to bring it Ms. A. It's at home
- B. *Jadi bagaimana saya bisa percaya kalau kamu mau Munaqosyah* (20)
So, How can I believe you that you want to have Munaqosyah test?
- A. *Seriusan Ms. A. Nanti kalau saya sudah dapat jadwal saya kasih ACCku ke Ms. A* (21)
I'm serious Ms. A. I will give you my ACC letter after you give me the schedule
- B. *Maaf, Gak Bisa* (22)
Sorry, I can't help you
- A. *Ok Ms. A. Baik. Kalau begitu saya daftar yang ada sekarang aja.* (23)
Ok Ms. A, Fine. if it's so, I will regist for the current list.
- B. *Yah* (24)
Yeah
- A. *E..e Maaf Ms jadi saya terdaftar di tes TOEFL tanggal 9 Agustus yah Ms?*(25)
(Filler) Excuse me, so i am in the list of TOEFL test on August 2017,right?
- B. *Ok, Saya ulang lagi yah, saya konfirmasi ke kamu kalau jadwal tes kamu itu tanggal 9 Agustus 2017 jam 8.30 WIB* (26)
Ok, I Repeat again, I confirm to you that your schedule is on August 09, 2017 at 8.30 a.m WIB
- A. *Makasih Ms. A* (27)
Thank You Ms. A.
- C. *Belajar Yah! Jangan asal tes* (28)
You have to learn! Do not only take the test
- A. *Iya Ms. A.* (29)
Yes Ms. A.
- B. *Banyak latihan* (30)
Practice more!
- A. *Saya akan berusaha keras* (31)
I will try my best
- B. *Yah* (32)
Yeah
- A. *Terima Kasih sekali lagi Bu* (33)
Once again, Thank you so much Mam
- B. *Heemm moga beruntung yah.* (34)
(Filler) Good Luck
- A. *Assalamualaikum* (33)
(Greeting)
- B. *Wa'alaikumsalam* (34)
(Greeting)

Fillers

The data of this research shows a lot of instances of fillers. The following extract reveals that the speaker used a variety of fillers in forms of meaningless speech sound, like *e*, *um*, sound lengthening and lexical fillers such as *and*, *you know*, and *okay*.

Extract 1: Fillers used by speaker

1. *Gini Ms. A. TOEFL ada sekali seminggu kan Ms. A?* (3)
(Filler)....*Ms. A. Toefl is always ready once a week, right?*
2. *Yup. Benar. Mau daftar? Hemm Kamu mau daftar Toefl?*(4)
Yup, Right. Want to regist? (Filler) Do u want to regist?
3. *Eee. Ms. A saya bisa daftar untuk yang minggu depan Ms. A?*(5)
(Filler) Ms. A, May I apply for the next week test ?
4. *Umm, Maaf yah untuk yang minggu depan sudah full* (6)
(Filler) So, Sorry. The quota is already full
5. *Hemm Jadi tanggal berapa lagi ada Ms. A Toefl di Pusba?* (9)
(Filler) .. so when will the test be ready in Pusba again Ms. A?
6. *Tanggal 9 Agustus 2017 and you know itu 3 minggu depan.* (10)
On August 9, 2017 (Filler) in three weeks later.
7. *Ehh maaf Ms. A, saya pikir.. saya pikir terbuka terus pendaftaran* (13)
(Filler) I do apologize Ms. A. I thought (Filler) the registration is always open
8. *Eee. Dah ACC? Eee Kamu sudah dapat ACC untuk Munaqosyah belum?*(16)
(Filler) (Filler)Have you got ACC for Munaqosyah yet?
9. *Heee Ms. A saya lupa Ms. A. Itu..itu..Ketinggalan dirumah.*(19)
(Filler) I forget to bring it Ms. A. It's at home
10. *Heemm Moga beruntung yah.* (34)
(Filler) Good Luck

Almost all lines, the speaker used fillers. In line 3, the speaker used filler with the word '*gini*'. It is also same in line 4, the speaker used filler "*Hemm*" in order to express his feeling. In line 5, the speaker used filler in form of meaningless sound '*Eee*' and *um* in line 6, then the speaker again used filler '*Hemm*' in line 9. In line 10 there is a different filler, the speaker also unconsciously mixing the filler from L2 into L1 "*you know*". Both speakers also said filler "*Eee*" twice in line 13 and 16. In line 19, the student also used filler "*Hee*" in her utterance. Then at the end

of their conversation the speaker gave the closing statement to the student by allowing filler “*Hemmm*” in her sentence.

Extract 1 also revealed the use of other kinds of normal non-fluency features of spoken discourse such as self-repair, long pause, and repetition. In line 4, the speaker employed repetition of the word “*mau*”. In line 4 also, the speaker employed self-repair by repairing the question “*mau daftar?*” into “*kamu mau daftar?*” and between the repairing, the speaker used filler “*hemm*”. Repetition of two words “*saya pikir*” was also used by the speaker in line 13. In line 16, the speaker employed repetition of the word “*sudah*”. Also in line 16, the speaker employed self-repair by repairing question “*dah ACC?*” into *Kamu sudah dapat ACC belum?* And between the repairing, the speaker used filler “*Eee*”. In line 19, the speaker employed repetition of the words “*itu*”. In line 34, the speaker produced long pause after filler *Hemm*.

Vernacular style

Data also shows the use of vernacular style. The following extract reveals that the speaker makes spontaneous choices of linguistic form as is likely in free conversation.

Extract 2: Vernacular style in conversation

1. *Yup. Benar. Kamu mau daftar Toefl?*(4)
Yup, Right. Do u want to regist?
2. *100 pendaftar untuk sekali tes* (8)
participants for each test
3. *Sudah Ms. A.* (17)
Done Ms. A.
4. *Coba saya liat?* (18)
May I see?
5. *Maaf, Gak Bisa* (22)
Sorry, I can't help you
6. *Yah* (24)
Yeah
7. *Makasih Ms. A.* (25)

Thank You Ms. A.

8. *Belajar Yah! Jangan asal tes* (26)
You have to learn! Do not only take the test
9. *Banyak latihan* (28)
Practice more!
10. *Yah* (30)
Yeah
11. *Heemm Moga beruntung yah.* (32)
(Filler) Good Luck

All of the sentences above are the turn of the two performants. In the above extract 2 can be seen that almost all sentences show the spontaneous of the speakers. The speakers were directly giving their response to the question that was given by the presenter. In line 17, the speaker said 'Sudah Ms. A'. Grammatically, it does not correct, that is way the presenter (in the full conversation) make correction for this sentence 'Saya sudah dapat ACC untuk Munaqosyah Ms A'. And line 22, the different speaker, but in the same case, said 'Maaf, Gak bisa'. Grammatically, it also does not correct, the presenter gave him correction by saying 'Maaf, saya tidak bisa membantu'. Both lines show the spontaneous of the speakers. The speakers were directly giving their response to the question that was given by the presenter. The speaker did not care about the choices of linguistics form. The next filler used "yah" in line (24) is used for showing the dissatisfaction of the speaker. It also represents vernacular style of the speaker because, she did not say her utterance directly but she used filler to replace it. The utterance "makasih Ms.A" in line (25) is also non formal form. It is quite simple than "Terima kasih Ms.A". The speaker said "belajar yah! Jangan asal tes" in line (26) and "Banyak latihan" in line 28, this utterances imply that the a speaker tried to warn the listener to do something by using a simple language that would be easier to be understood. Different with "yah" in line (24), this utterance in line (30) means agreement to do something. She used "yah" rather than "iya". And the last is the utterance "moga beruntung yah" implies a wish to the listener. That utterance also used vernacular style, which means the speaker prefer used that utterance rather than "Semoga beruntung".

Careful style.

If there is vernacular style in extract 2, so data also shows the use of careful style in extract 3. The following extract reveals that the speakers are consciously attending to their choice of linguistic forms, as when they feel the need to be correct. Comparing the careful style with vernacular style, researcher uses the data of vernacular style for finding careful style.

Extract 3: Careful Style in Conversation

1. *Ehh maaf Ms. A, saya pikir.. saya pikir terbuka terus pendaftaran* (13)
(Filler) I do apologize Ms. A. I thought (Filler) the registration is always open
2. *Dah ACC? Eee Kamu sudah dapat ACC untuk Munaqosyah belum?*(16)
(Filler)Have you got ACC for Munaqosyah yet?
3. *Heee Ms. A saya lupa Ms. A. Itu..itu..Ketinggalan dirumah.*(19)
(Filler) I forget to bring it Ms. A. It's at home
4. *E..e Maaf Ms jadi saya terdaftar di tes TOEFL tanggal 9 Agustus yah Ms?*(25)
(Filler) Excuse me, so i am in the list of TOEFL test on August 2017,right?
5. *Ok, Saya ulang lagi yah, saya konfirmasi ke kamu kalau jadwal tes kamu itu tanggal 9 Agustus 2017 jam 8.30 WIB* (26)
Ok, I Repeat again, I confirm to you that your schedule is on August 09, 2017 at 8.30 a.m WIB

As can be seen in extract 3, it has only four instances of the careful style, because the others are vernacular style. In line (13), the speaker started his turn by using meaningless sound filler *e* twice because he was careful to choose or tried to remember the specific word that he wanted to say, there is also repetition there which implies the hesitation of the speaker in producing a good utterance in line (13) and it was same by the speaker used in line 19. The speaker tried to recorrect his utterance by saying “*dah ACC*” became “*kamu sudah dapat ACC belum*” In line (25), the speaker was careful to choose the best word and the use of the word in a sentence by starting the utterance with apolozing his statement, so the speaker employed repetition of the information to make sure the word was right and the speaker used filler *e* with long pause because she thought the exactly word that

she wanted to use. But, unfortunately she was still doubt with her choices word. . In line (26) the speaker gave a complete information with a good grammatical utterance. The changing word from “*ulangi*” becomes “*konformasi*” implies that the speaker tried to give a complete information by using a polite and good word.

Discussion

The use of fillers in data

The data shows that the speaker uses many types of fillers. The description of some functions of the filler are mentioned below:

No	Filler	Uses
1	<i>Gini Ms. A. TOEFL ada sekali seminggu kan Ms. A? (3)</i>	To show speaker's thinking
2	<i>Yup. Benar. Mau daftar? Hemm Kamu mau daftar Toefl?(4)</i>	To rethink about her previous utterance and to make a statement less harsh
3	<i>Eee. Ms. A saya bisa daftar untuk yang minggu depan Ms. A?(5)</i>	To show the speaker's doubt
4	<i>Umm, Maaf yah untuk yang minggu depan sudah full (6)</i>	To refuse politely and also to stall for time
5	<i>Hemm Jadi tanggal berapa lagi ada Ms. A Toefl di Pusba? (9)</i>	To stall for time and also to express speaker's sadness
6	<i>Tanggal 9 Agustus 2017 and you know itu 3 minggu depan. (10)</i>	To include the listener in the conversation without ending your sentence
7	<i>Ehh maaf Ms. A, saya pikir.. saya pikir terbuka terus pendaftaran (13)</i>	To show speaker's opinion and to make her statement weaker or stronger.
8	<i>Eee. Dah ACC? Eee Kamu sudah dapat ACC untuk Munasqsyah belum?(16)</i>	To ask someone with hesitation and also to give the polite respond
9	<i>Heee Ms. A saya lupa Ms. A. Itu..itu..Ketinggalan dirumah.(19)</i>	To show speaker's reaction and also to make sure her condition
10	<i>Heemm Semoga beruntung yah. (34)</i>	To express speaker's feeling to the listener.

The most fillers that the speaker uses is meaningless sound like *e* and *um*. Beside that, the speaker uses quasi lexical fillers like *okay* and *and*. According to Rieger (2001) quasi lexical fillers in which speaker lengthening the sound he or she produces. The speaker also uses lexical fillers by saying *you know* in the conversation. Another filler that the speaker uses is normal non-fluency features of spoken discourse. There is self repair of the speaker and between the repairing sentence, the speaker used meaningless sound filler. Also, there are repetition and

long pause, other kinds of normal non-fluency features, that speaker uses as long as the conversation. It is supported by freeborn, et al (1986) who concludes that fillers are one of features that are frequently found in spoken discourse, the others are hesitation, repetition, fall-starts, and self-correction. They are all called normal non-fluency features of speech. And we can see in the dialogue that some fillers followed by repetition, hesitation and self correction.

The use of vernacular style in the data

The extract 2 shows almost all of the data are vernacular style. As Elaine Tarone (in Rod Ellis) has proposed that when learners are making spontaneous choices of linguistic form, as is likely in free conversation, it is called vernacular style. The data shows the speakers are directly giving their response to the question that was given by the presenter. There is no hesitation or doubtful in using or saying their utterances. The speakers seem like sure about what they said. In that conversation between student and language center staff, the staff used more vernacular style rather than student. Probably it is happened because the social status between them is different. The higher class to lower class sometimes uses less formal language in communication.

The use of careful style in the data

According to Elaine Tarone (in Rod Ellis), careful style is that learners who are consciously attending to their choice of linguistic forms as when they feel the need to be correct. In extract 3, the data shows four instances of the careful style, because the others are vernacular style. First, the speaker started his turn by using meaningless sound filler *e* twice because he was careful to choose or tried to remember the specific word that he wanted to say to response the question of presenter. It was same by the speaker used in the second instance. Third, the speaker was careful to choose the best word and the use of the word in a sentence, so the speaker employed repetition of the words to make sure the word that she choose was right. Fourth, the speaker used filler *e* with long pause because she

thought the exactly word that she wanted to use. But, unfortunately she was still doubt with her utterances. it means by showing the data we can see that the use of careful style can be more found in student turns rather than the staff.

The relation between Filler, vernacular Style and Careful Style

Filler and vernacular style sometimes are used at the same time to emphasis the message of utterance. The use of filler can indirectly clarify the context and the listener of the text. The example below can show us the function of filler “yah” in emphasising speaker’s willingness to the listener that the listener have to learn before taking the test. So the student as listener can have a preparation.

Belajar Yah! Jangan asal tes (26)

You have to learn (Filler) ! Do not only take the test

Same with the use of filler related to vernacular style, filler also has a specific relation with careful style. Due to making a polite impression, sometimes the speaker uses filler and careful style in making the utterance. The use of filler in this case can reduce the intention of its message.

Dah ACC? Eee Kamu sudah dapat ACC untuk Munaqosyah belum?(16)

(Filler) Have you got ACC for Munaqosyah yet?

The expression of “dah ACC” can give a bad impact to the hearer. It is less polite in that conversation. Filler “Eee” and repetition with a careful style can change the emotion of the utterance. This filler can give a space for the speaker to repair the utterance; from the simple way to more complete way, and also from lack of kindness to more kindness utterance

D. CONCLUSION AND SUGGESTION

Conclusion

The speaker used fillers in the conversation in order to fill up gaps in utterances. The use of other normal non-fluency features of spoken language found in the

data such as repetition, self-repairing, and long pause qualify the use of retrieving word in the conversation.

The speaker used vernacular style because they do not care about the choices word and the rule in linguistic form. The speaker is spontaneously said the utterance without hesitation.

The speaker used careful style for two possible reasons. First, the speaker thought the best word in the second language due to his limited knowledge. Second, the speaker thought the use of the choices word in sentence (rule). And both of that reasons can be done by the using of fillers.

Suggestion

There are some suggestions given related to this research for linguists, language learners, linguists, institution of education, and other researchers. The suggestions can be put forward as follows:

To the Linguists

The Linguists who concern with language analysis, this discourse analysis can be one alternative to develop their knowledge in analyzing the language use. They can have various analyses in describing language in order to maintain further interest toward the lesson. To the Language Learner

To the Language Learner

The language learner should have a high motivation in taking the information related to the current issues on language. Through exploring more about language use, they will involve actively in giving a knowledge for others and himself too. Discourse analysis will be easy and enjoyable for language learner because they can increase their ability in understanding the language notions and exploring their analysis.

To the Institution of Education

The Education Institution should provide space which can support the linguistics' research process. It can gain people interest and motivation in studying linguistics subject.

To the Other Researcher

It is expected for the other researcher that the result of this study can be used as additional reference for further research conducted in the future in order to create a greater knowledge related to linguistics. They should also do the research further to find out the more findings and results related to this subject.

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